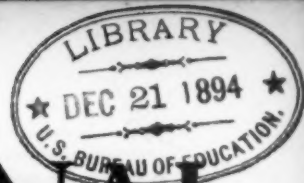


THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.



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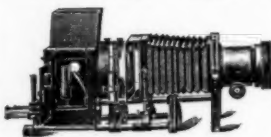
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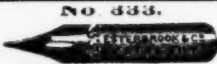
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIX.

For the Week Ending December 22.

No. 23

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The business department of THE JOURNAL is on page 616.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

No Policy—No Progress.

At the very outset the attempt was made by THE JOURNAL to place the teaching profession in a better position among the world workers. Its policy has been, first of all for advancement; and there is just as much need for making that the supreme effort now as there was in 1874. A simple statement of this "policy" in its outline is this:

In all the states four grades of teachers are recognized: holders of third, second, and first grade certificates, and possessors of life diplomas—these coming from normal schools and from state superintendents.

1. THE JOURNAL urges all states to make the term of third grade certificate one year, and not renewable; the holder must take a higher certificate if he wishes to teach longer.

The same to be the case with the second and the first, except that they may have longer terms.

2. Efficient plans for carrying the third grade teacher into the second grade by means of summer county normal schools to be made by the state departments. The same to be done with the second and first grades.

If such a plan as this was resolutely pursued by a state in a few years there would be a large number of holders of life diplomas, or professional teachers. The readiness now with which third grade certificates are granted, the willingness of boards of education to employ holders of such, is the principal reason why men of experience and ability are not retained permanently in places instead of being turned adrift annually. If, as is proposed, to secure a third grade certificate the person must attend the lowest class in a county summer normal school for four or six weeks; if during the succeeding year while teaching he is put upon a course of study, to prepare for the second grade and then during the second summer is obliged to attend a higher class to get the second grade certificate; if, while teaching in this grade other studies are marked out and pursued, and the county summer school attended again in order to get the first grade certificate—a check would be put on this thoughtless body of young men and women that on leaving the high school turn to teaching, not because they want to or because they feel a fitness for the work, but because the doors stand wide open.

3. It is quite remarkable that the teachers have not seen the need of employing the proposed remedy; the fact, however, that the holder of a third grade certificate will not try for one of the second grade unless he is

forced to explains the matter. That teachers don't want the qualifications raised is known to all examiners. So that the various associations and conventions of teachers do not have papers read on this vital subject. Probably the majority is made up of holders of third grade certificates.

The reason that state departments do not inaugurate a machinery for carrying the third grade teacher into the second, and so on is because the teachers *do not demand it*; when they do, it will be found in operation. The fault is in the teachers; they should demand these county summer training schools; they should have four distinct classes; one to prepare applicants to hold the third grade, one to prepare these last for the second, and so on. That is to say, the ordinary institute will not answer the purpose. This is the subject that should be debated at the meetings during the Christmas week. But will it be?

The persons to blame are the holders of the life certificates—the normal graduates, for example. These having passed through a normal school would point all who want life diplomas to their alma mater. But they must reflect that these third, second, and first grade people are already in the field and have places secured; so that any plan for them must be one that will apply to them while teaching. Let then the holders of life diplomas imitate the good Christians of a community who set up a church where there is none, by setting up a normal school during the summer in the county and inspiring the holders of certificates to avail themselves of the advantages it affords. We call on all holders of life diplomas to act, to set machinery in motion if it does not already exist.

There is no doubt but that the public mind at the West especially needs improving; on the question of permanency of tenure. We have suggested the main remedy. Take a town like Batavia where the school board will employ none but holders of life diplomas; they will not make a vacancy in the teaching force without a reason, for holders of diplomas are not numerous. But efforts should be made by articles in local papers and by addresses by clergymen and others to improve the popular mind. One city is in mind where no superintendent held his office more than two years; a new appointee formed a strong educational club and got them to discuss permanency; he is there yet. As one means to aid in making the teaching stronger let the public be got to discuss educational questions.

It requires a firmer hand to manage the vivacious steeds of childhood, if occasionally allowed an easy rein, than under the rule of the lash or the dominion of fear. But how much truer, deeper, more educative, and valuable all work and discipline!—William Jolly.

Anti-Cigarette League Organization.

By CHARLES BULKLEY HUBBELL.

The first Anti-Cigarette league was formed in this city a little over a year ago, and they are now in successful operation in nearly every grammar school in New York, in many of the parochial schools, and in the schools of many of the most important cities and towns of the United States. It is estimated that there are now 250,000 young Americans pledged against indulgence in the demoralizing vice of cigarette smoking.

It must be assumed, first, that cigarette smoking by immature youths is injurious alike to the mind, morals, and bodily health; second, that the vice has extensively prevailed, and was getting a firm foothold upon our young boys, and third, that it is a condition that it is proper for school officers and school teachers to take hold of and try to overcome. These three things having been assumed, the question was how shall we go to work to arrest the growth of this vice. The laws of the state made it a punishable offense to sell cigarettes to any boy who *appeared* to be under sixteen years of age, and likewise prohibited the smoking of cigarettes by young boys. Both laws were dead letters and the vice grew apace.

My plan was first to secure from our board of education an expression of approval concerning the proposed movement; second, to address the principals and teachers, and unfold to them my plan in detail, and then after having secured from them their enthusiastic co-operation, lay before the boys the general scope and plan of the league—and right here will the success or failure of your efforts be assured. I take it that one of the elementary principles of successful teaching is founded on impressing every pupil with the sense of your own personal sympathy.

This movement is a moral or ethical one, and to compel success it is necessary to create a sentiment, among the boys themselves, favorable to the object of the organization and profoundly opposed to indulgence in the vice attacked. The subject must be presented to the boys with earnestness and enthusiasm. Tell them that the object of public school instruction is to prepare them for the duties of citizenship, and that anything that they allow to interfere with that is not only unmanly but unpatriotic. Tell them how this vice breaks down their health, destroys their power of application and concentration of mind, eats into their morals, and if persisted in will surely wreck them. Tell them if they get the habit fixed in them, that their chances of success in life are tremendously reduced if saddled with this enervating vice.

Remember that the vice against which we are proceeding is a specific one, and relates to the habit of cigarette smoking by young boys. The movement would have failed if our crusade had been directed against the general use of tobacco by men whose physical development and temperament may justify the moderate use of tobacco in other forms than the one we condemn. We are not concerned with that question, and it will only dissipate our force if we enter that field. Our work should be confined to stamping out this particular vice among our school boys.

It was my privilege in one single week during the present year to present this subject to over five thousand school boys. Out of this number there were, I think I am safe in saying, less than two hundred who failed to enroll themselves in the leagues of the respective schools attended by them. My experience teaches me that our New York school boys quickly and earnestly respond to any effort that is made in the direction of helping them to the adoption of a higher standard of manliness. Convince them that this vice is unmanly and they are against it. Show them that it will surely break down the walls of their character and they are with you. I have frequently been asked, "Do you find that the boys stand by their pledges made on becoming members of the league?" I am glad to be able to say that the number of backsliders is unexpectedly small. It is considered such a disgrace to have the decoration of the order stripped from them, that comparatively few boys prove recreant.

There is a pedagogic value in the methods of organization and in the organization itself. After the adoption of the constitution and the signing of the pledge the election of officers is held. Pledges and constitution are as follows:

We, the undersigned pupils of — school, do hereby pledge ourselves upon honor—

First.—From this date to abstain from smoking cigarettes in any form until we reach the age of 21 years.

Second.—To use all influence that we possess to induce all public school boys and other boys of our acquaintance to give up and abstain from smoking cigarettes until such boys shall attain the age of 21 years.

Third.—By giving the pledge hereby made, and by signing our names to the above, we constitute ourselves members of the Anti-Cigarette Smoking League of — school of the city of —.

CONSTITUTION:

Article 1. This association shall be known as the Anti-Cigarette League of — school No. — of the city of —.

Article 2. The object of the association shall be the suppression of the habit of cigarette smoking among the public school boys of —, by personal example and any other proper means.

Article 3. The officers of the association shall be a president, vice-president, and a secretary. There shall also be a council of ten members, all of whom shall be pupils attending said school.

Article 4. The officers of the association shall be elected annually by ballot on the first Friday after the opening of school in September of each year.

Article 5. The council shall consist of ten boys, members of the league, who receive the largest number of votes cast by the pupils of the school at the annual election.

Article 6. Every member of the league shall be entitled to wear the button or insignia designating membership so long as he maintains good faith and keeps his agreement to abstain from smoking cigarettes.

Article 7. Any member who violates his agreement and is reported to the council, upon proof that there has been such a violation, the name of such offender shall be dropped from the rolls and he shall be required to surrender his button to the council.

Article 8. Any member who has been so dropped may, after six months, upon proof that is satisfactory to the council that he has not during such period smoked cigarettes, be reinstated in membership and have his decoration restored to him.

Article 9. Any member found guilty of a second offense by the council shall no longer be eligible to membership while a member of the school.

Article 10. The decoration or badge shall become the property of the wearer unless deprived of it by act of the council as heretofore described.

Article 11. The elections and meetings shall not be held during school hours, and the principal of the school shall be present at all such meetings. A meeting of the league shall be held on the first Friday of every month of the school year.

It is usually decided that the principal of the school may select an eligible list from which the boys elect their officers; the boy receiving the highest number of votes being thereby chosen president; the other officers being elected on the same ballot as determined by the lesser number of votes.

This, of course, applies to the council as well as to the other administrative officers. To illustrate, the candidate receiving the second highest number of votes is thereby elected vice-president, the next highest number of votes, secretary. In the same manner and on the same ballot the members of the council are elected. The boys are thus instructed in the methods of elections. In some schools they have a separate league in every grade. Then their meetings follow, when reports relating to the object of the league are prepared and read. Papers on subjects relating to the vice they are fighting are read and discussed and oftentimes in the most creditable manner. Bear in mind, if you will, that one of the principal objects of this movement is to improve the physical condition of the boys; anything that can be introduced to stimulate the boys to personal effort for the improvement and development of their bodies by physical exercise, marching in companies (under the league organization) will be useful and keep them interested.

In some of our schools we take their physical measurements where they are willing they should be recorded, in order that physical deficiencies may be pointed out, and a stimulus given to each particular boy to bring to the highest point of development the body that God gave him. The results more than justify the hopes of those who inspired this movement. Principals of schools report a better atmosphere already—an *esprit de corps* never before observable, a spirit of manliness and nobleness most encouraging is most apparent. As

"Ill habits gather by unseen degrees

As brooks to the rivers run, and rivers to the seas;"

so per contra efforts to stamp out one bad habit help all along the line, and untruthfulness, profanity, and unmanliness are black listed and a higher standard of character established.

With the impulse given to our boys by this ethic

movement, supplemented by the new development in physical culture, who shall say that we shall not have a new race and a better race of American school boys, and surely following, American men.

New York.

Value of Physical Measurements.

By MARY SEARS SMITH.

It is becoming more and more apparent that some system of physical culture must have a place in the curriculum of our schools, that the mind must not be trained at the expense of the body.

It is hardly understood by the majority that unless this is carried on in a thoroughly scientific manner it may do more harm than good.

In the present article it is my purpose to point out some of the dangers and the means by which they may be avoided. I shall draw only from my personal experience, in the hope that some of my fellow-teachers may be helped and inspired to carry on this work in the same general direction.

When I began work in the Williams Memorial Institute in September, 1893, I found that while the girls had taken exercises in the gymnasium the exercises had not been planned with any special end in view except mere exercise.

In September, '93, physical measurements were taken for the first time, with a view to ascertaining the exact condition of the pupils. Forty measurements of each pupil were taken, including height, breadth, depth, and girth measurements. The heart and lungs were tested, and the general condition of the pupil was noted. No one was excused from the measurements, and from work in the gymnasium only when I found the condition such as to render it imprudent for them to take class work.

In making my physical examinations I found that round shoulders, producing narrow chests; drooping heads causing flat chests and a bad forward curve of the upper spine; slight lateral curves of the spine arising from careless positions in standing and sitting, were the defects most common. The last mentioned troubles I could do little for in class work, beyond teaching the proper positions and pointing out the evils arising from improper positions.

Work for the chest formed a part of every lesson given in connection with work for developing all parts of the body. In one or two instances special work for chest development was given. Aside from this, the work was given to classes numbering from twenty-five to fifty pupils. Forty-five-minute periods twice a week were given to each class. The lesson was made up of military drill, developing work with pulley-weights, dumbbells, wands, and clubs and walking exercises.

After six months' work in the gymnasium the measurements were again taken. I found that out of one hundred and fourteen girls, with average age of 15 years and six months, 69 had increased to some extent in chest girth; 89 had increased in lung capacity; 88 had increased in depth of chest, and 55 in breadth of shoulders.

The following table will give the average gain which, though small, shows that the six months' work had been helpful, and encourages the hope that better results may be obtained by continued work.

I have given the vital points only, as I believe they best show the physical condition of the pupil:

Girth of chest, average gain,	14	mine.
Largest individual gain,	79	"
Depth of chest, average gain	7	"
Largest individual gain,	20	"
Breadth of shoulders, average gain.	8	"
Largest individual gain,	26	"
Lung capacity, average gain,	16	cu. in.
Largest individual gain,	90	"

By means of these records I am able to keep informed upon the condition of each pupil in my gymnasium. The comparison of figures shows me whether my plan of work is doing my class any good, and whether it is

giving sufficient development where it is most needed.

In a school where gymnastics are compulsory much harm may be done if no physical examinations are made. In some cases pupils should be allowed to take only a part of the work, excluding all the more violent exercises, such as running and jumping. In some cases I have found weak lungs and lack of vitality, where little or no out of door exercise has been taken. I strongly impress upon all the girls the necessity of regular exercise in the open air, and there is a decided improvement in health as soon as they begin to follow my suggestions.

Now if we draw the conclusions from this experience we shall find that every teacher who has charge of the physical development of young people should examine carefully into the condition and habits of each pupil. She can then, by advice and by pointing out the folly of not caring for and developing the weak parts of the system, help her pupils to a stronger physical condition.

In order to do this, however, she must measure her girls often enough to keep informed of the real condition, as a little encouragement by means of figures is much appreciated by the pupils, and nothing can be done without their hearty co-operation.

New London, Conn.

Records of Observation in Child Training. I.

By LOUISE PARSONS HOPKINS.

I met to-day one of my favorite grammar school teachers. "What are you doing this year?" I said.

"Well, you know it is always best to have some special interest, so we are taking up penmanship with great enthusiasm, and we are doing well with it; the boys are as ambitious now about writing well as they were last year about collecting pictures."

"Capital; something about which the pupils are in earnest is one of the best aids to an all round development. If you get them waked up on one subject the spirit is contagious and spreads in all directions."

"Yes, indeed, the writing books are now as attractive as the geography used to be, and the boys will be at work before and after school when they can; they try to be very neat in their work, and the drawing shows more skill of hand; in fact, they are stirred to all sorts of good habits by having a central interest. You know how indifferent some of the teachers were to our illustrative collection in geography the first year we took that up. Teachers used to come in to visit and ask in a sort of satirical way, 'Is this all that you undertake for lessons?' Now the masters and all the teachers are proud of the collection of 4,000 good pictures, classified and mounted, which we have in our school-room, all gathered by the boys of one grade within two years. I have loaned sets of them to classes, to lecturers, and even to colleges. The boys can identify any country at a glance, by the pictures of scenery or industries."

"What became of that poor boy of a criminal home and surroundings, whom I saw in your room and talked with?"

"He has passed out of my knowledge. As long as he was in my room he never played truant or was at all troublesome; in fact, he tried so hard to keep just right that I used to wish he needn't hold himself under such constant constraint; he begged to stay in my room another year, but he had to go on and he lost his interest and self-control, and became a confirmed truant."

"How sad a case, and like many I have known, but he regarded you as a friend."

"Yes, he knew that I cared a great deal about his keeping a good record. I never reproached him, and had no occasion to. I think he was perfectly trusty for those who treated him with respect. He used to help me mount the pictures and get them out of the case when they were called for by the lesson, and fasten them to the net screens for the class to see. He collected some of the best from ash-barrels and from railroad offices and other places where he looked them up.

I believe the work helped him in every way to get the mastery over himself."

"Undoubtedly, for the soul of the boy was engaged in healthy activities and toned up to high and successful endeavor."

Newburyport, Mass.

Common Sense in Education.*

All schools that strive to do what the age demands are now following out the principle that there is a direct way of learning. I mean a direct way between the learner and the thing studied. One way is for the teacher to observe a thing and then endeavor to describe it to the pupil, and the other, or direct way, is to take the child to see for himself.

In the primary grade you will find teachers trying to teach number by using objects which illustrate the meaning. The teacher realizes that it is an economical way to teach arithmetic. So with fractions, a disk or other object is cut into halves, quarters, eighths, etc., and then the parts are shown separately and together. In weights and measures the child is familiarized with the actual dimensions of an inch, foot, rod, yard, etc., and shown what really goes to make up a pound or a bushel.

The workings of nature are explained in a way that the child can comprehend, and illustrations are given of rain, clouds, frost, etc. You will see a teacher put water in a test-tube and by holding it over an alcohol flame convert the water into vapor. Then she will hold a piece of cold glass over the tube and the vapor will condense and form into drops which will fall down. The child will very readily understand in this way how rain is formed. That is one of the principles of the progressive school, and isn't it the common sense method? It is the business way. In the factory or workshop one learns a trade by watching the machines and the workmen. The eyes and hands are used. We teach to learn a thing at first hand if possible.

Teachers are discriminating more than ever before between ideas and the signs of ideas. In teaching to read, the child is taught to read the words which themselves convey the ideas. We do not read words by the names of the letters. Macaulay and Webster were able to read whole paragraphs at a glance. The words are merely tools, instruments in conveying ideas.

A great deal is said about books being put aside in modern schools. Of course we must have books but they have been abused. In former times the pupil was started off with definitions and language that he was not prepared to comprehend. For instance the child was handed an arithmetic to study and the very first paragraph read something like this: 'What is arithmetic? Arithmetic is the science of numbers and the manner of computing them.'

The delight of books is the ability to comprehend them. Dickens has seen human character and depicted scenes that we recognize, and the charm of reading Dickens is that he enables us to revive the pictures of life that we have seen.

Teachers, try to avoid waste and utilize all the time and energy of the pupil; then plan their work in order to give the children something to do which will interest and profit them. I was requested a while ago to speak 15 minutes at a boys' club. When I enquired why the limit was fixed the reply was that the boys couldn't be kept still longer than that. I tried a few experiments in electricity, rigged up a battery and telegraph and had no trouble at all in keeping their attention for a much longer time than was specified.

The masses in our schools must go out into the world to earn a living and we must interest them. The boy finds after he has left school the need of just such an education as we are endeavoring to give him. The whole theory of common-sense education is to awaken an interest in the studies and then present them in a manner that can be comprehended by the pupil."

*Abstract of a lecture by Prin. A. B. Merrill, of the New Haven normal training school, before the Bridgeport, Conn., Scientific Society.

Naturalness with Pupils.

By JAMES BUCKHAM.

The wholly artificial and constrained relation which exists between most teachers and their pupils, is, I am convinced, a bar to the highest success in common school work. In fact, no good work of any kind can be done under abnormal and artificial conditions. Any departure from what is natural and spontaneous invariably produces a *friction* which is fatal to the best results.

For this reason I am disheartened when I see a teacher assuming—as so many do—the conventional, constrained, distant, and wholly artificial manner which youth especially seems to associate with the exercise of the pedagogical function. Perhaps the phrase which best expresses this feeling and manner on the part of the young teacher is "standing upon one's dignity." The idea seems to be that it will not do to permit relations of too great familiarity to grow up between teacher and pupil. On the contrary, the pupil must be made to "look up" to the teacher, as a superior being and a being of an entirely different order.

Now this is not only a mistaken but a most foolish and harmful conception. So far from being an unfavorable condition for success in teaching, *familiarity* between teacher and pupil is the very *sine qua non* of success. Establish the free and natural relation between two persons working for the same end, and you have vastly increased their mutual helpfulness and efficiency. Let the teacher be as unconstrained, spontaneous, and sincere with boys and girls in the school-room as with the same boys and girls outside of it, and a feeling of sympathy and confidence will be established which will work wonders. The teacher becomes *en rapport* with the pupils. Comradeship is established—that very sentiment which works so well in the higher grades of education, as in the modern college, where more and more it is coming to be felt that professors and students are mutual investigators, all students, indeed, though of different degrees of proficiency.

I firmly believe that the teacher who is haughty, domineering, self-repressive, and essentially unnatural in the treatment of pupils, will do less for them and in them than the teacher who believes in being natural, hearty, responsive, and unconventional. I have seen teachers who thought it a breach of dignity and pedagogical propriety to even smile at a genuinely and innocently funny thing, when it occurs in the school-room. And I have seen others—dear, natural souls!—who would laugh as heartily at real, true, spontaneous fun in their little "kingdom of learning" as anywhere else. If I had the choice of them to teach my boy or girl, I would surely take the latter!

It does not take a pupil long to determine whether a teacher is natural or not; and the affection or distrust of the young heart goes with the verdict, "My, she's just like anybody else!" is the best and most gratifying thing which can be said of a teacher. Other things being equal, it denotes with almost unfailing certainty the amount of success which may be expected in the year's work. It assures sympathy on the part of the pupils, and therefore the absence of that friction which comes from imperfect co-operation. It means the constant sunshine of a sweet, natural, human presence in the school-room, responsive to every play of thought and emotion which does not violate good morals and good order. It promises a friend, instead of a task-master; a leader, instead of a driver and coercer; an instructor, instead of an oracle; a joy-bringer, instead of a burden-maker. In a word, the natural teacher is that very desirable being, "—not too good for human nature's daily food," a thoroughly normal, human, unaffected man or woman, who neither looks upon himself as having attained the acme of all perfection, nor upon his pupils as lacking everything but a disposition to mischief. The natural teacher is "in touch with all that's human." He is man or woman, as well as scholar. May his tribe increase!

Boston, Mass.

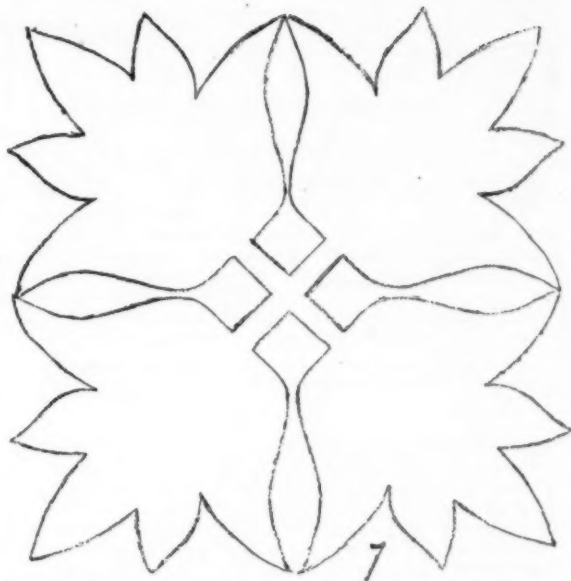
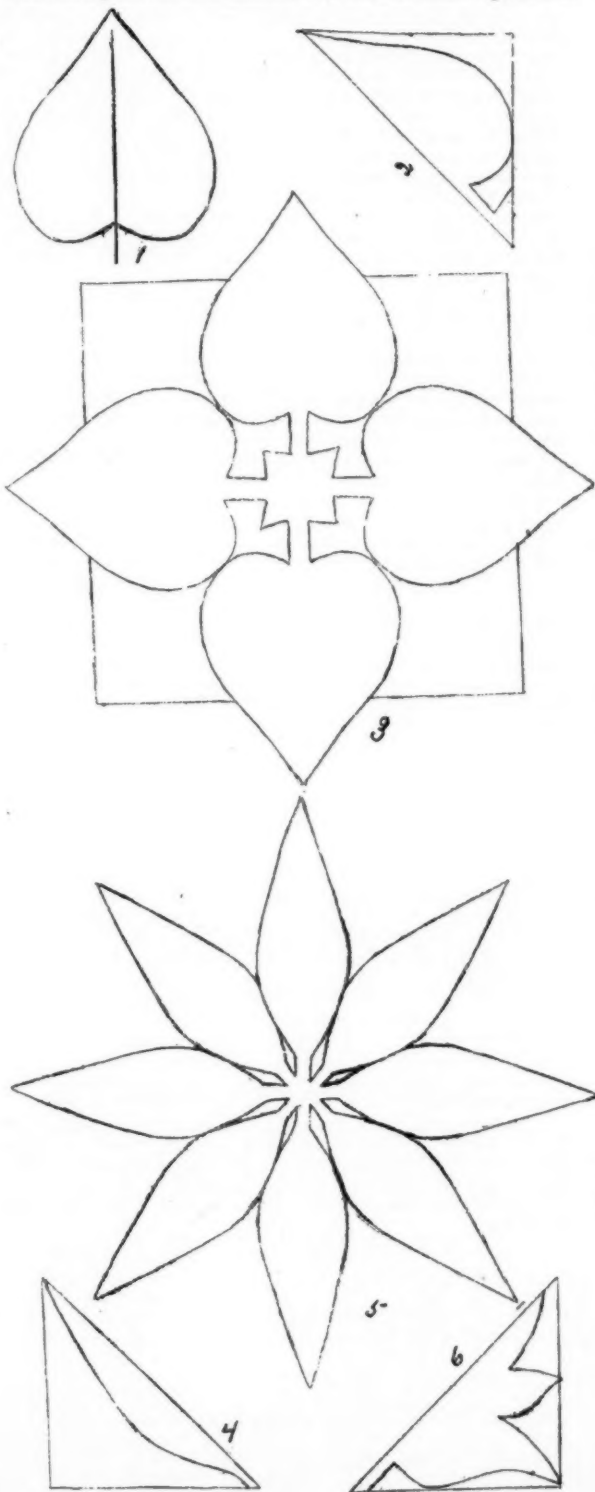
The School-Room.

Busy Work.

By MACLEOD.

CONVENTIONALIZED LEAVES FOR PAPER DESIGNS.

Conventionalized leaves are generally acknowledged as very important in freehand drawing and decorative designs. They will be found to be equally desirable for paper-cutting designs. The squares are so folded that only one side of a leaf need be drawn. Fold the square on its diameters, then fold the small square thus



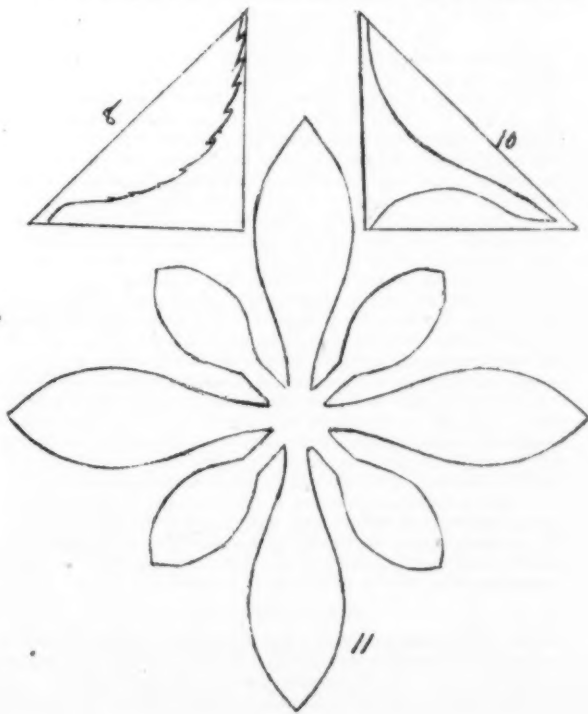
formed, diagonally. Fig. 1 illustrates a conventional cordate leaf and the next illustration shows how one half of the leaf is drawn on the folded square, the midrib of the leaf placed on the diagonal fold of the paper with stem toward the center of the square.

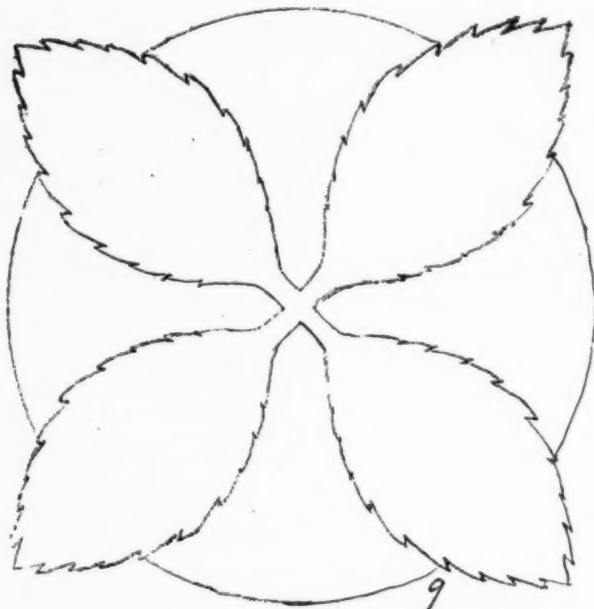
The open design is given in Fig. 3. For contrast, the leaf-pattern is placed over a square of a harmonizing color, and then the complete design is mounted on white drawing paper. Stems must of necessity be disproportionately broad. It is often advisable to end them in a square or fancy figure, as in the design under discussion, the numerous folds in the center of the paper making the stems very delicate and likely to tear. To vary the effect a small circle or star of a contrasting color may be placed over the junction of stems. It will hide the creases and add both strength and grace to the design.

A very simple leaf is drawn in Fig. 4, but, as may be seen by the next illustration, it forms the basis of a very effective design. The pattern is cut from two squares of different colors, and one placed diagonally above the other, so that eight leaves are visible.

Opportunity is given by this arrangement for a display of artistic color combinations. Either white or black should be selected as a background, so that the delicate tints of the design may show to good advantage. The palmate leaf next shown (Fig. 6) requires more skill in drawing, but the result of the open design amply repays for the extra care. The leaves are so decorative in themselves that no square or circle is required to set them off.

In the foregoing designs the conventional leaves have been re-





presented with plain margins, but if desired the leaves may be more true to nature although the cutting and drawing will both be more difficult. In Fig. 8 the *serrate* or *saw-toothed* edge is given, the open design being seen in the next drawing. A circle of a darker color is used as a background against which the margin shows boldly. Two leaves, a large and a small one, may be combined in one design if drawn as represented in Fig. 10. The effect when opened is very graceful (Fig. 11). Any leaf that has been the subject of a lesson in freehand drawing may be used in paper-cutting, and this fascinating application of the drawing lesson will lead to more zeal and interest during the time devoted to freehand work.

The First Year with Number. I.

By E. E. K.

The average child knows three upon entering school. Many children know four and higher numbers. To ascertain what the children know and grade them for work is the teacher's first task. The following plan is suggested for a baby class in a graded school. Teachers in ungraded schools may apply the same idea in a modified plan:

THE FIRST DAY.

Distribute toothpicks (or other cheap and noiseless counters) to class, an indefinite number to each pupil. Say that you want them back again, but not all at once. Ask, "How many will you give me the first time, Louisa? And you, Harry?" etc. (This to arouse interest and stir up sociability.) Ask, "How many will give me eight?" Send those who succeed in counting eight to the side of the room. Call for seven from the others and send successful counters of seven to line to stand next in order. Ascertain in the same way those who can count six, five and four, and arrange them according to ability. Let those who cannot count four stand at the foot of the line. Reassign seats by letting the line pass to places in the order in which they stand. Your best counters will thus occupy the first row of seats and may constitute group A for teaching purposes; the second best will occupy the second row, etc., and those who have little or no idea of number will be grouped together in the last row. This grading is rough and will have to be corrected as you learn more of the children. Some pupils will have accidentally hit upon the number they were supposed to count, and thus risen above their proper level in the classification. Others, though able to honestly count, will be found to have no power of recognizing number groups, which is the real test. The counting test, though inefficient for thorough examination purposes, is recommended (a) as the easiest thing to require of the children during the first day in school; (b) as one with which drill in rising, sitting, moving about the room, standing on the line, handing and otherwise handling counters, answering, etc., may be most readily combined.

THE SECOND DAY.

The children are now ready for the lessons which will further serve examination purposes as well as advance them in knowledge. For busy work give the entire class something like this to copy; the task being to get *just as many* in each row as the drawing

shows. Tell them how cannon balls are piled up and that this is the end of one of the piles. Let them draw the design with lentils and draw it on slates or pads.

Take group F (the most backward), to the number table, or gather them about your lap, upon which rests a slate with some small counters. (Blocks, shells, etc., are better than sticks for this purpose. All the counters should be of one kind.) Having stationed pupils so that all can see, remove three (counters, all at once) to the middle of the empty space on the slate or table and ask, "How many?" Without insisting on answers from the slow, return the group to the pile and move out two or one or four, asking each time, "How many?" The fewer words and explanations the better. Smile into the eyes of the diffident an invitation to join in the game. When answers come pretty well in concert, let some child move out a group and the rest tell what it is. If he moves too many name the group yourself. Finally ask, "Who can move out three? Two? Four? One?" giving all a chance and satisfy yourself how far each pupil's power of number recognition goes at the close of the lesson. This exercise is so simple that supervision of the children at their seats need not seriously interrupt it. The child that knows three, knows that two and one are three, though he may not be able to state it. His introduction to number work must be in telling what he knows. "That is three," "That is two and one," "Two and one are three," "One and two are three," are statements upon which he may be practiced as soon as the teacher has satisfied herself that he knows the facts. Then: "Show me two and one." "What are you holding up?" "If you put them together what will they make?" "Try it and see." "Tell all that you did," may serve to review, both fact and language, the pupil summing up with: "I held up two and one. I put them together. Two and one make three."

In making these statements, many pupils, especially those of foreign parentage, need, at first, a great deal of help from the teacher. Give this help patiently, and don't wait for a glibness to develop before advancing the pupil in the real study of the hour, which is number. All the number statements he will ever have to make range themselves in a few formulas which are repeated with each new number studied. Review of the language side of the work will therefore not be lacking.

Give a little practice in showing and stating the following facts before leaving three:

2 and 1 are 3	1 and 2 are 3
3 less 1 is 2	3-2 is 1
3 is 1 more than 2	3 is 2 more than 1
2 is 1 less than 3	1 is 2 less than 3

THE FIRST NEW NUMBER.

Show a group of four. Tell pupils to take each so many. Let each whisper to you how many he has taken. Write the figure 4 upon the B. B. Ask how many we had yesterday. Write 3. Ask how many more than three we have to-day. Write 1. Elicit the following statements (through the children's own experimentation): "Three and one are four." "Four less three is one." "Four is one more than three." "Three is one less than four." Write them as they are given, thus, but do not require pupils to read them:

3+1=4
4-1=3
4=1 more than 3
3=1 less than 4

These are four of the seven statements that tell the relations of three to four—the four simplest. The other three may be postponed until the pupil's thought has learned to respond more readily to the teacher's direction and the language of number offers less "newness."

Four has still to be compared with two (measured by two) and with one. The facts to be discovered and stated are:

2+2=4	1+3=4
4-2=2	4-1=3
4=2 more than 2	4=3 more than 1
2=2 less than 4	1=3 less than 4

As fast as these facts are given they should be written on the B. B. After the children have done several varieties of simpler slate work, they may be directed to copy these statements. After several copying exercises, they may be asked to read them.

Copying exercises to precede these may be suggested by the following.

I.	
X	1
XX	2
XXX	3
XXXX	4
XXXXX	5
XXXXXX	6
II.	
□	and □ □
1	+ 2
□ □	and □
2	+ 1

Other busy work may consist of: 1, laying 2s, 3s, and 4s of sticks in as many different designs as possible, and drawing these designs upon slates; 2, making the figures 2, 3, and 4, on desks with lentils or split peas; 3, folding paper squares and circles into 2, 3, and 4 equal parts and drawing the patterns they make; etc., etc., etc.

One lesson a day may be given to these investigations, each group constructing the table for which it is ready.

Other number lessons will connect themselves with other studies. "How many eyes, legs," etc., enter into object lesson, and many a little problem in addition, subtraction, etc., may be thrown in with advantage to the subject taught.

The ordinals should be taught by regular use. "Third row rise." "Who are the wide-awake children in the—fifth row?" "First row, sixth boy, stand!" "Which boy are you, Johnny?" "Which is your row, Agnes?" "What is the third word in the fourth sentence?" "Class, look at second column, second word—what is it?" "What is the third day of the week? The second month in the year?" etc., etc., etc.

From the first, one exercise a day may profitably consist of "Number Stories," as: "I saw a little dog with four feet and a little chicken with two feet. How many feet did both have?"

Wentworth's and Reed's Primary Arithmetic, Teacher's Edition, contains a fund of these questions in great variety. The teacher should go over the pages in advance and check the questions she means to use. If they are read to the pupils as a pastime, the lessons will not drag. At first they may be given to the entire class, but those who answer one day should be counted "out" the next and given something else to do.

Many of these exercises may be given to the entire class at once, but the regular study of the number under close examination is much better done by groups of children of nearly equal power.

Ethics of Current Event Teaching.

Teachers of literature well know that the way to have pupils avoid the trashy, sensational kind is to furnish them with wholesome and interesting books. In that way their tastes are so educated that they will not care for books of an inferior quality. Now everyone knows that the Americans are a nation of newspaper readers. Everywhere, when traveling, one will see men and women poring over the pages of papers. What kind of papers shall the future citizen read? Shall they be of the sensational kind or not? The teacher has it largely in his power to determine what the character of the future newspaper shall be. If the pupil is trained to read the newspapers with discrimination this will react on the newspapers, and they will improve. It will be seen that, indirectly, the subject has an ethical side. Viewed from this standpoint how great the importance of current event teaching becomes!

In OUR TIMES will be found the real news of the world (not the murders, scandals, etc.); the matter presented will make up, to a large extent, the future histories when they shall be written. An intelligent study of these events will make the pupil feel that what is going on in Rome now is just as much history as what occurred there two thousand years ago. In comparison with such great events the gossip of his immediate locality will appear as it is—mean and trivial.

The teacher using this paper has a grand opportunity, not only of broadening his pupils' views, but of directly inculcating moral lessons. If the life of Cæsar has its lessons, have not the lives of the great men of our day? In the study of events the pupils can be led to express their views as to whether certain acts of individuals or nations are right or wrong. The subject of current events is rich in possibilities. The live teacher does not need to have them pointed out in detail.

Subjects for School Talks.

1. What I can see in the school-room. What I saw out of school.
2. What I can hear. What I heard.
3. What I can taste. What I can eat. What I have tasted. What I have eaten.
4. What I can smell. What I have smelled.
5. What I can touch. What I have touched.
5. Where I can go. How I can go there. Where I went. How I went there.
7. What I have worn. What I can wear.
8. What things are worn on the hands? Who wear them? When? Why?
9. What things are worn on the feet? Who wear them? When? Why?
10. What things are worn on the head? Who wear them? When? Why?
11. Objects in the school. What each is made of? Its use.

12. What things are in the sky? When seen? What things are in a store, a mill, a dwelling-house, a church?—McCabe's *Language Lessons*.

School-Made Apparatus.

By A. A. P.

1. Children take old newspapers, folded, so that perhaps four thicknesses are cut at once, and cut around a tin or cardboard form of square, oblong or circle.

2. The paper circles thus produced are folded on diameters and the squares and oblongs on diagonals. The folds are creased with the thumbnail and the halves carefully separated. A number of halves are placed in an envelope.

3. Envelopes are given out. Each child find show many halves he has and how many wholes he can make with them.

Note: Uneven as well as even numbers of halves should be given. Standard (more durable) material of this sort may be made by the teacher herself of thin cardboard.

QUESTIONS.

1. What did you find in your envelope, Clarence? "Half-oblongs." How many have you? "Eleven." How many whole oblongs have you made? "Five, and there's one-half left over." (Other children are similarly questioned, a few minutes having been spent in the "busy work" of putting the halves together.)

2. If you take seven half-circles, Julius, how many whole circles can you make of them? "Three and a half." Try it and see. Those who have oblongs and squares may try it with what they have. (Other children are similarly questioned, answering from the concept (abstract) and testing with the thing (concrete).)

3. For busy work, the children may copy and complete the following table, experimenting with their papers whenever there is doubt. With the means of accuracy thus at hand a mistake should be treated as gross carelessness:

7	=	7
3	=	3
1	=	1
1	=	1
1	=	1
1	=	1
1	=	1
1	=	1

Similar material may be provided in like manner for similar exercises in thirds, fourths, and other fractional parts. So many fourths make how many halves? will introduce reduction of fractional forms.

China.

The Chinese believe in knowledge, and in some senses have an education; few of the men but can read and write. The road to office with them is a knowledge of their ancient writings. There are four government examinations for all who want to undergo them; the first two are held in the capitals of the provinces, the others at Peking. In Canton 7,000 little cells are to be seen, occupied by candidates; the door of each is locked while the examination is in progress. Those who fail try again, or if discouraged, get employment as teachers, clerks, or resort to fortune telling, letter writing, and other kinds of occupation in which their knowledge may play a part.

The candidates are put into cells four feet by three in size and high enough to stand up in. A couple of boards suffice for furniture. The student sits on one of them and uses the other as a writing desk and eating table. It is impossible to lie down, and confinement in these little coops is more or less torturous, particularly to the old men, for candidates 60 years old undergo this ordeal. Before a candidate is placed in a cell he is thoroughly searched to see that no manuscript essay or miniature edition of the classics is concealed on his person. If the candidate is caught attempting to smuggle contraband material into his cell, he is publicly disgraced and forbidden ever again to appear in the examinations. The candidates must write essays upon themes assigned to them, and the themes are taken from the Chinese classics. A fortunate few may secure all of the degrees, and thus be raised to the highest pinnacle of literary honor. Many are content with taking only the first degree, which makes one a very prominent man in his native place. Those who win the fourth become members of the Imperial academy and receive salaries. It is the highest rank in China.

The patient persistency of the Chinese character is shown in the regularity with which unsuccessful students return again and again to these examinations in the hope that they may win, at last, the distinction that they covet. Sometimes father, son, and grandson are competing at the same time for the same prize; the amount of mental drudgery the average man has to undergo to prepare himself for the examination is appalling to contemplate; it requires a memory of the highest order; the very words of the author must be given.

Editorial Notes.

With many hearty wishes of nobler and higher successes in the work of teaching, etc., we greet our readers at this time. And right well do all know that thousands of wishes of cheer are returned to us from all parts of the world, and it is in the strength of these that we go on from day to day. Something nobler, O Teacher, in the new year that you did not attain to in the old! Some better realization that you were not able to reach for want of the high standpoint you have placed yourself on!

The annual recurrence of Christmas cannot but remind the thoughtful teacher that a broader conception of childhood is taking possession of the world. The reader of history wonders over the transactions that are recorded. Is it really true that one man made it his joy to pile up human skulls into the shape of a pyramid, and that these pyramids marked his footsteps as he passed over a large extent of Asia? and that one of these has been seen by teachers during this century. What would be the make-up of a man who could revel in the boundless misery he must have created? The enlightened world has come slowly to agree that the highest object, the most powerful aim, is the evolution of the child amid joyful surroundings. How much it has cost to come at last to this conclusion!

This is the world's attitude to-day towards the child. We know what the Creator's attitude ever has been, he shows it in the care the mother bestows on her offspring. Gradually the world is attempting to imitate the Creator; this is at the root of the Christmas celebration. The rude ceremonies that once mystified the children on Christmas have been modified; every year sees a renewed effort to express an undefined something not yet reached. And it is plainer that the central truth is that children are on the earth with us. Joyfulness in and with the children is the root idea of Christmas.

To the teacher who spends his life with children this realization should come with force. To know the child physically, mentally, and morally, must be his business. Teaching is directing the energy that is stored up in this wondrous being. The best statement of educational thought at the close of the nineteenth century is that the child has become the object of careful scientific study. No longer will the one who desires a place as a teacher claim that his qualification is that he knows how to read, write, and cipher, but that he knows the child and how to direct his powers. It has cost great struggles to carry this position.

Each Christmas may be looked at as a sort of milestone in the progress towards a better feeling for childhood; not of feeling only and wholly, but of a better conception of what he is and may be. There is such a thing as a science of childhood; we know but little of it as yet; it is towards this that educational thought is tending. That teacher may be said to have made the highest attainments in pedagogy who best knows the child.

"There is such a thing as progress in educational thought," were the words of State Superintendent Wolfe whose term of office has just expired. It is a hard task he found to impress this upon the teachers of Missouri. Happy is that teacher wherever he may be, who, while hearing lessons in the humming school-room, yet sees there is a beautiful science underneath all. If there is one who has toiled through 1894, and has not yet got some glimpses of great underlying principles, our earnest wish is that he will begin the study of education as 1895 pours its first light upon him.

There are many friends who aid to make THE JOURNAL the valuable and readable paper that it is. From one in Missouri, another in New York, another in Pennsylvania we receive everything that comes under their eyes relating to educational matters; from others occasionally; from others semi-occasionally; from a vast number not a word. We don't complain over these last; we rejoice over the first. Few teachers realize that all parts of the educational structure must go up. The building goes up as they build on it. Some leave no impression on the public, though they labor well in the school-room. We note in a letter that a subscriber speaks with joy that two primary school buildings had been erected; his predecessor needed the buildings, but didn't get them. The public must be affected, for the schools are public. In our efforts to give publicity to educational movements we respectfully ask co-operation. Shall we have it? Send newspapers with notices of meetings, etc.

A subscriber writes to say that THE JOURNAL of December 15, has not the quantity of pedagogical matter he would like to see. There are eight pages beyond what we are obliged to give, put in to show other facts and doings of the educational world. "The Sure Cure for Truancy," "The Model School Museum," "The Administration of Schools," "Geneva (N. Y.) Regulations," covering four pages, are all exceedingly valuable from the educational standpoint. Then follow fifteen pages of notes, costing a vast amount of labor, concerning educators, boards of education, publishers, educational meetings, special matter from cities, school equipment, school buildings, etc. The whole employs about 50,000 words—and as most books have 500 words on a page, a book of 100 pages is furnished for 5 cents.

The discussion of the school board begun in THE JOURNAL is likely to go on. Articles bearing on this topic have been copied in many papers. It is a good theme. What induces school boards to appoint incompetent teachers? This is a theme we commend to the N. E. A. It is an easy conundrum. There are more incompetent teachers appointed than competent ones. There needs to be a Lexow committee to investigate the appointments made by school boards. Visiting a school in a town of about 8,000 inhabitants, the superintendent was asked, "How could such a teacher get a place here?" "She was put in to oblige a politician," was his reply. Enough said. Politics is the curse of America—not Democratic or Republican politics, but that kind that operates on the ordinary school board man, who puts in Miss B. because her father trades at his grocery!

Professor M. V. O'Shea writes:

"I am very greatly pleased with the numbers of E. L. Kellogg & Co.'s Teachers' Manuals, numbers 23 and 24, both by T. G. Rooper. The one on "Drawing in Primary Schools" is, I think, specially valuable, because it is the presentation of a very important subject in school work in a very entertaining and readable manner, and I think it ought to fall into the hands of every primary teacher in the country. The one on "The Child: What Shall he Study? What Shall he Do?" is also very valuable, and no teacher who has to deal with children could help but be benefited by its reading."

EDUCATIONAL FOUNDATIONS for December will be out at the beginning of next week. A partial list of contents is given on page 609 to enable conductors of institutes, reading circles and teachers' classes who are using the magazine as a basis for their pedagogical advancement work to prepare their programs for January.

As showing the tendency toward shorter spellings, the *Proofsheet*, Chicago, says:

In the spelling adopted by the chemists, the final *e* is dropped from most of the terminations formerly ending in *ine*, so that we now have bromin, chlorin, amin, anilin, morphin, quinin, vanillin, alloin, gelatin, glycerin, emulsin, caffein, cocain, etc. The termination *ine* is used only in double unsaturated carbons. The final *e* is also dropped from all words formerly ending in *ide*, giving us chlorid, iodid, hydrid, oxid, hydroxid, amid, anilid, murexid, etc. The most important single change is that of sulphur to sulfur, and so of sulfid, sulfuric, sulfurous, etc. These changes are adopted by the Century and Standard dictionaries, and are, according to those authorities, the correct spelling of the terms given above.

The official postal guide of the United States gives notice of many changes in the names of post offices. The most noticeable of these changes is the dropping of *h* from "burgh" and of *gh* from "borough." The people generally have done this of their own volition.

The *Proofsheet* itself omits "ugh" from "though," and uniformly employs "f" for "ph"

Paris Letter of THE JOURNAL.

The Ministry of Public Instruction, as an experiment, placed several young women of German and English nationality in a few schools where governesses are trained in order that the pupils might acquire a more practical acquaintance with foreign languages. The results have been so satisfactory that the ministry has now decided to introduce the custom into all of the normal schools where it is possible. The young women chosen must pay forty francs a month. For that sum each has her board and lodging, including fire and lights. She must give instruction in her respective language from one and one-half to two hours, daily. The remainder of the day is at her own disposal. She may, if she desire, take the school course of literature or science. To receive payment for lessons given outside of the school is prohibited.

A correspondent of the *Petit Journal* suggests that parents in France should make an arrangement with a family occupying a similar position in England, for example, to exchange children for a year or two, long enough in fact, for the French youngster to learn to speak English and for the English boy to learn French. Foreign languages, he says, could then be learned at small cost. This idea is said to have already been tried with good results in Belgium and Germany. From a home and patriotic point of view, such an exchange would be a serious one for the English mother to consider, and even more so for an American mother.

For some time past the feeling has been steadily growing that the system of public education in France is not as perfect as it might be. M. Max Leclerc has strengthened this impression by his recent report on education in England. He considers that the average English young man turned out by the public schools, though inferior in general culture to a Frenchman of the same age, possesses other moral qualities which more than counterbalance his intellectual deficiencies. After the Frenchman has undergone his course of encyclopedic cramming, he leaves school firmly convinced that he has nothing more to learn. Consequently, he is averse to either modifying his crude notions, or to assimilating new ideas. On the other hand, the Englishman knows there are many things of which he is totally ignorant, and is always ready to enter upon a fresh course of study, never thinking it too late to learn or that such a course is a humiliating avowal of ignorance.

M. Leclerc fails to state that with all their cramming and general intelligence, his countrymen, both young and old, have never developed their bump of geography. To most of them the world is France and France is the world. To some, Paris is the boundary of all things terrestrial and they seem to be absolutely incapable of realizing that there are other lands and cities upon our planet.

A Frenchman, recently returned from a trip to the United States, where he journeyed from ocean to ocean and from north to south, is now complaining that his family and friends now look at him askance and frankly tell him that he has learned to lie in America. To tell them that we have a state larger than France is to receive a pitying look, a shrug of the shoulders, and a low murmur: "C'est impossible. C'est impossible."

The *Bulletin Officiel* solemnly announces that in future the tunic of the pupils at the Polytechnic school will be lined with black satinette instead of gray cotton.

Many people are having a good time discussing the question whether the name of the ruler of Russia should be spelled *Tsar* or *Czar*. A professor of the Faculty of Paris when questioned on the subject, gave as his opinion that the word signified Caesar and should be written *Czar*. It was always so written by Grimm—the Duke de Richelieu, and others, in their correspondence, and Catherine the Great always employed it when writing in French. No one can say which is correct. In Russia, the word is never used at all when speaking of the emperor, and then, too, the Russian alphabet contains many letters which do not exist at all in the Latin alphabet. The Russians themselves take all possible liberties with the spelling of names of Western Europe. Names beginning with an aspirate are invariably printed in Russia with a letter which corresponds to the Greek gamma or G.

There is considerable tribulation amongst the committees in Geneva. This is due to the introduction of the time of Central Europe into Switzerland. The tramways which bring in many pupils to the schools, do not run to suit the school hours, and, moreover, show no disposition to adopt that schedule. The committee might settle the dispute by allowing an hour only for the midday meal. Some of the papers advocate such an innovation, but the Swiss are so proud of their educational system the authorities are hardly likely to follow the example of any other country even in this matter of eating.

FLORENCE A. BLANCHARD.

London Letter of THE JOURNAL.

The issue put before the electors of the new school board has now been decided; both sides profess to be satisfied with the result. The Moderates, headed by Mr. Diggle, obtained 29 seats out of the 55 which constitutes the board, the Progressives, led by the Hon. Lyluph Stanley, securing the remaining 26. No Labor, Socialist, Roman Catholic, or really independent candidate was successful.

One point stands out in bold relief, the unqualified victory of the teacher candidates. Your contemporary, the London *Schoolmaster's* editor, Mr. I. J. Macnamara, secured the largest number of votes given to any candidate throughout the whole electoral area; Mr. T. Gantrey, representative of the Metropolitan teachers, got well in, while Mr. Horobin, principal of the Homerton training college for teachers, topped the poll in Hackney. This is eminently satisfactory for the working bees in the educational hive, for they now have at least six members who have all been through the schools, pledged to protect their interests and advance the welfare of the children.

The new board had its first meeting on Thursday, December 6, and the most engrossing topic for discussion was the election of chairman. Mr. Diggle has held this post for nine years, but has announced that he will not accept nomination again, but intends to propose Lord George Hamilton, a prominent conservative politician, for the post. This gentleman has served in several government administrations, among them being the vice presidency of the education department, in which office he did not do anything approaching the work of his successors, Messrs. Mundella and Acland. The Progressives intend to bring forward also an outsider in the person of the Rev. T. W. Sharpe, at present her Majesty's senior chief inspector of schools, with a salary of \$5,500 a year. He is in his sixty-sixth year, and will have to take his pension in eighteen months' time. He is a capable man and thoroughly acquainted with the educational wants of London. Of course, Mr. Diggle's party with its majority of three can carry their nominee unless a split occurs, which is not judged to be likely. Mr. Riley, the member responsible for the issue of the notorious circular on the religious question, has been again returned but is not wishful to have anything further to do with this question. It is to be devoutly hoped that religious discussions are now a thing of the past at the weekly board meetings, for there is a terribly responsible need to deal with the present educational wants of London's little ones.

The new system of rural government in England comes into operation this week, and henceforward every parish is to have its own council, duly elected, meeting four times a year, and the school-rooms are to be used if necessary for the purpose. The education department is to decide when school and parish interests clash. To this end a circular of a soothing character has been issued to all school managers, school boards, vestry clerks, overseers, town clerks, etc., giving a few hints and regulations for the smooth working of the new arrangement.

[An abstract of this circular may interest readers of THE JOURNAL as marking a new departure in English home government. It will appear in next week's issue.]

EDUCATIONAL FOUNDATIONS for December.

PARTIAL LIST OF CONTENTS.

History of Education.

REVIEW QUESTIONS on the Lives and Educational Ideas of Socrates, Comenius, and Rousseau. (See articles in EDUCATIONAL FOUNDATIONS for September, October, and November.)

Principles of Education.

FOUNDATION PRINCIPLE OF EDUCATION. III.: The True Principle and General End.

APPERCEPTION. III. By K. Lange.

Child-Study.

OBSERVATION AND STUDY OF CHILDREN III. A Working Plan for Teachers (continued). By M. V. O'Shea.

Method of Education.

THE PROCEDURE OF INSTRUCTION. III. Most Important Forms of Teaching. By Johann Helm.

EDUCATIONAL MAXIMS. V. From the Concrete to the Abstract.

Educational Civics.

NECESSARY SCHOOL REGULATIONS. IV. Relating to Preservation of Health and Cheerfulness (concluded).

SCHOOL LAW. III.

As the New York state department of public instruction did not hold uniform examinations, in November, nor this month, the questions used in the Indiana state examinations for August and September are printed. A feature of the EXAMINATION QUESTIONS department this month are the answers to the October questions in drawing. The only publications containing these answers are EDUCATIONAL FOUNDATIONS and *Art Education*.



William H. Lynch.

Mr. William H. Lynch, A. M., principal of the Mountain Grove academy, was born in 1839, in Texas county, Mo. Until the age of seventeen, his education was but limited; then he attended the public schools in Boone county, and afterward the Lathrop academy. He taught school in his native county till he was appointed county clerk. In 1862 he resigned to enter the Federal army. At the close of the war he entered the State university and graduated with high honors, having supported himself all through his college course by teaching.

Mr. Lynch was principal of the Houston academy, Steelville academy, St. James seminary, and superintendent of public schools at Salem and West Plains. In 1887 he was elected principal of the Mountain Grove academy, which position he now holds.

His name was recently presented at the State Republican convention as candidate for State superintendent, and, although he did not receive the nomination he made an excellent showing.

Mr. Lynch has had thirty-one years' experience in the school-room, and is an enthusiast in his profession. He is known as an organizer of marked ability, and his success with the Mountain Grove academy is remarkable. He has an extensive library, and is well-read, both in his chosen profession and other lines. In the many years that Mr. Lynch has been teaching, he has lost but eight days, and those on account of illness. The United States commissioner of education has pronounced this the most faithful time on record.

The school children of Asheville, N. C., celebrated Thanksgiving by contributing substantial things to the Flower Mission. The children brought clothes, chickens, flour, rice, potatoes, cabbages, and other vegetables in good quantities. Altogether, the amount of things contributed would make a good wagon load. Besides this they contributed about \$10.

The people of Omaha are greatly excited over the disappearance of Mrs. Ida R. Notson, a former teacher. It is feared she has thrown herself into the Missouri river; to add to this horror her two children are missing and it is thought by many that she has destroyed them also. The cause of the act is supposed to be the refusal of H. R. Corbett, recently elected state superintendent of schools, to appoint Mrs. Notson his deputy. Mrs. Notson made a canvass of all the teachers' county institutes of the state for him, leaving her school work, and borrowing money to make the canvass. Public opinion is running against Mr. Corbett and a demand made upon him that he decline to accept the office. The river is being dragged for the bodies. Great excitement prevails in the city.

In response to a call issued in September, by H. Phelps Hay to the teachers in and around Bartlett, Ill., the children's deformities of body have been made a special study. Recently a meeting was held by those teachers together with the assistant county superintendent wherein each was given opportunity to tell any defect he had found among the children of his own school and its cause. The parents and young people present were heartily in sympathy with the movement and were brought more in touch with the children, the teachers, and their work.

Philadelphia's Pedagogical Museum.

An important event in the educational world is the foundation of a pedagogical museum in Philadelphia, on the plan of the Musée Pédagogique at Paris. Some time ago negotiations were

begun with the authorities having charge of the educational exhibits at the World's fair, and already a great amount of valuable material has been collected. The entire educational exhibit of Japan has been secured, as well as the entire German exhibit. Besides these, the exhibits of Brazil, Egypt, Russia, Canada, Costa Rica, and other countries, have been obtained either in whole or in part. Mexico, Sweden, Guatemala, and the Argentine Republic have promised representative exhibits.

As there is no building ready for this great amount of material, portions have been distributed among different educational buildings. The Japanese exhibit has found a temporary home at the School of Design for Women. The German exhibit has been placed in the Girls' Normal school, and other portions will be stored until a suitable home can be found where all can be brought together, with an educational expert to take charge of the material.

Says Dr. Brooks: "Such a museum should be of vast value to the cause of education in Philadelphia. It would be a source of inspiration not only to the teachers of the city, but to the entire community."

Florida.

Jacksonville, Fla., lost the services of a capital superintendent when they let Prof. Geo. P. Glenn go; the board of education did not know a good thing when they saw it. Prof. Glenn is one of the able educators that Florida possesses. The reason of dropping him was that he declined to serve on the grading committee, or committee to examine teachers' replies to questions under the new law. He had a perfect right to decline; further, he believed himself legally ineligible. His absence will be severely felt by the teachers who were beginning to make a study of educational principles. Jacksonville needs to overhaul its school board. At the examination by the state medical board Dr. A. W. Smith passed a colored man.

New York City.

It is expected that \$3,000 will soon be appropriated for a tenth assistant superintendent. There are quite a number of candidates after the new place.

The mayor reappointed Commissioners Knox, O'Brien, Elias, Hunt, Moriarty, and Rogers, and put Auguste P. Montant in the place of Com. Wehrum.

The subjects of forming military companies and regiments among the public schools of the city, and giving increased and systematic care to the physical condition of the school children, were brought up before the board of education. Com. Goulden offered a resolution that the board of education have cadet companies formed and drilled and that a committee of five, appointed by the president of the board, cooperate with the Grand Army of the Republic in carrying the object to a successful issue.

The matter was referred to the committee on school system for a detailed report. A motion was made to take the physical measurement of such public school boys as wish it in order that their development be noted.

Also that a certain day of the year be made a legal holiday, to be known as "Public School Day," with a parade of the school children as its chief feature.

A Memorial.

Miss Hannah Neumann, Pd.D., the daughter of a German missionary, was born in China, May 23, 1854. Early in her life her family came to this country. She was graduated from Packer Institute, the youngest in the class of 1871, and at the head of it. From early childhood she was an earnest student and remarkable for energy and strength of purpose. In a journal kept while she was a school girl is written, "I have much to do," and this was the keynote of her life. She aided her father much in his labors among German emigrants at Castle Garden.

She was in public school, No. Twenty-seven, Brooklyn, twenty years, where she worked her way from the lowest class to be teacher of the graduating class. Her strong personality made itself felt throughout the school, where pupils, teachers, and committee bear testimony to her wise methods of instruction, her sound judgment, and lofty aims. She became a student in the School of Pedagogy in the University of the City of New York, and won the highest honor conferred for work in the School of Pedagogy—the title of Doctor of Pedagogy. In completing her course, she submitted a thesis "The Training of the Will." One who, disabled by disease, and aware that death was at hand, taught herself to write and draw with her left hand, might well have something valuable to say on this subject.

She died August 2, 1894.

The following resolutions were adopted by the Doctors of Pedagogy:

"Resolved, That while we recognize the Divine Mercy that has removed in the person of Miss Hannah Neumann, Pd.D., one of our number, from a life of ever-increasing bodily suffering, we deplore the brevity of our association with one whose mental powers and professional achievements promised great additional interest and value to our work.

"Resolved, That in the life, the labors, and death of Dr. Neumann we recognize a virtue, a courage, and a heroism that excite our admiration and invite our imitation.

"Resolved, That a brief memorial notice, with these resolutions, be entered upon our minutes, and that a copy of the same be sent to the family of the deceased; also to the New York SCHOOL JOURNAL and to each of the daily papers of Brooklyn."

New York, Dec 8, 1894.

ISOBEL CAMP,
JENNY BELLEWILL, } Committee of Doctors
C. R. ABBOT, Pres. } of Pedagogy.

New Books.



THE ELF KING'S FEAST.
From Andersen's "Fairy Tales." (J. B. Lippincott Co.)

Children never tire of reading those wonderful tales that emanated from the fertile brain of Hans. Christian Andersen. Hitherto his *Fairy Tales* have not been adequately illustrated. An effort has been made in the volume just issued to fill the gap in a manner worthy the great magician's handiwork, and acceptable to the multitude of young people who love his stories. The copyright translation of Madame de Chatelain has been adopted, by special permission, as being most in sympathy with the tastes of young readers, and has been carefully revised for the work. The work of E. A. Lemann as an illustrator will not fail of appreciation among all classes of readers. (J. B. Lippincott Co., Philadelphia. \$1.50)

In *Our Colonial Homes* Samuel Adams Drake has written a book with a purpose. It is a delightful book, covering a century and a half of colonial life,—its homes, historically and architecturally are united with the history of men who made them famous.

Very forcible the statement in its preface, viz.: that "these old houses are a legacy from the past, of which the present generation are only trustees." The humble dwellings of the first settlers are included, together with the mansions of prosperity and industry that marked a later day. The notable houses described include the old Church at Hingham, Mass., the "Witch-House," at Salem, the old Indian House, at Deerfield, and the

"Wayside Inn," in Sudbury. Not to adults alone, will this volume possess interest, for, as Charles Lamb truly said, "Nothing fills the mind of a child like an old mansion!" The boy of '94 will share with sire and grandsire this pictured story of days gone by. (Lee & Shepard, Boston. Illustrated by twenty large half-tone engravings. Cloth, full gilt. Gilt edges. Size 7½ x 11½ inches. Boxed, \$2.50. Full leather, gilt titles, gilt edges, \$4.50.)

The old people may say, with undoubted sincerity, that children were formerly better governed and better behaved than they are now, but they will never get the young people to believe it. To be sure life was different then for the rising generation; children now have more enjoyments, are more unrestrained. It was to picture this happy life of childhood that Mary P. Wells Smith wrote *Jolly Good Times To-day*. No one but a writer who deeply loves children and has made them a study for a long time could write such a book. She depicts the pleasures of Hallowe'en, Christmas, St. Valentine's day, and Easter, and tells of those amusements that should form a part of every child's life. The readers will follow the career of these little people with intense interest. The tone of the book is pure and wholesome. (Roberts Brothers, Boston.)

Many a girl will follow with great interest the fortune of *Sarah Dakota*, the young girl who is the heroine and furnishes the title for a story by Mary E. Q. Brush. She is the daughter of Col. Vandecar, who owns a big ranch in Dakota; hence her somewhat peculiar name. She grows up in perfect harmony with her surroundings, becomes a daring horseback rider, and familiar with the Indians and their ways. When a step-mother appears upon the scene Sarah Dakota rebels. Then she is sent East to visit her relatives in the Mohawk valley and to go to school. How this wild, impulsive hoiden from the West shocks these staid people! But she has genuine worth, and after acquiring some eastern polish, goes West to engage in church and Sunday-school work. In spite of some mannerisms the story is well told. (Hunt & Eaton, New York. \$1.00.)

Steenie Calthorp, the heroine of Evelyn Raymond's story, *The Little Lady of the Horse*, is sure to win the hearty admiration of the reader. She is born on a Western ranch and in her babyhood is surrounded by rough men who grow to feel that what she does is just right, and that they each have a personal interest in her. Steenie, as all true heroines should be, is a devoted daughter to her father. She is described as "all love, all innocence, all fearlessness." She possesses the power of controlling the most fiery horses; she will occupy a prominent place in young people's gallery of fictitious characters. The book is bound in cloth (robin's egg blue) and has a handsome cover design. (Roberts Brothers, Boston.)



PAUL REVERE'S HOME.
(From "Our Colonial Homes." (Lee & Shepard.)



THE LADDER OF LIONS.
From "Little Mr. Thimblefinger. (Houghton, Mifflin & Co.)

Joel Chandler Harris has contributed to the juvenile literature of the year *Little Mr. Thimblefinger*, in which he relates, in a spirited and entertaining way, the adventures of a small boy and girl in the land of Brer Rabbit. The drawings which are executed with exquisite taste and finish, are by Oliver Herford. (Houghton, Mifflin & Co., Boston.)

For those who wish children to be matter-of-fact, prosaic, unimaginative *The Wagner Story Book* would not be deemed the thing, but fortunately most of us see no harm, but on the contrary positive benefit, in having them feast their fancies on the beautiful, poetic stories of the gods and heroes. These tales of the mythical beings of the earth, the sea, and the air—the characters of the great composer's music dramas—are told in this volume in the form of conversations with a child, by William Henry Frost. This gives a personal interest to the stories that they would not otherwise have. The titles of the stories in the volume are "The Stolen Treasure," "The Daughter of the God," "The Hero who Knew no Fear," "The End of the Ring," "The Knight of the Swan," "The Prize of a Song," "The Blood-red Sail," "The Love Potion," "The Minstrel Knight," "The King of the Grail," and "The Ashes." The author has furnished a poetic setting worthy of these famous tales of the great master. The book is illustrated by Sydney Richmond Burleigh. (Charles Scribner's Sons, New York. \$1.50.)

That a story of dumb animals can be made just as interesting as any other has been proven by Mrs. Izora C. Chandler in her volume entitled *Three of Us*. The three canines that figure in this narrative are Cossack, Barney, and Rex, and the auto-bow-wow-ography is told by the latter, a most promising member of the St. Bernard tribe. Rex is a canine philosopher and during the course of the narrative takes occasion to make many sage reflections on dogs and mankind. The drawings of dogs are scattered through the volume without stint. They are from the pen of Mrs. Chandler, the artist-author, and show a fine appreciation of animal traits and a high artistic ability. (Hunt & Eaton, New York. Crown 8vo, 337 pages, appropriate cover design, cloth, \$2.00.)

Fiction, travel, and adventure, personal reminiscence, art essays, and poetry are all well represented in the bound volume of *The Century* (May, 1894, to October, 1894). These numbers furnished entertainment and instruction for thousands of readers during the half year covered by them, and they and many others will be glad



Copyright, 1894, by Hunt & Eaton.

From "THREE OF US."

THE COMMITTEE OF TEN, says:

"The Conference (on Mathematics) next recommend that a course of instruction in concrete geometry with numerous exercises be introduced into the grammar schools."

Hunt's Concrete Geometry for Grammar Schools

is prepared to meet the demand for a book adapted to the course laid down by the Committee. The purpose has been to put into the hands of the pupil a text-book that will aid both teacher and pupil. The definitions and elementary concepts are to be taught concretely, by much measuring by the making of models and diagrams by the pupil for himself as suggested by the text or by his own invention.

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to see them bound in substantial form for the library. We have only space to mention a few of the features of the volume. There are interesting selections from the hitherto unpublished correspondence of Edgar Allen Poe and Edwin Booth, giving intimate portrayals of the natures of the two men such as no biography could furnish. The record of the remarkable bicycle tour across Asia made by the two young Americans, Messrs. Allen and Sachtleben, has attracted wide attention, not only as a graphic narrative, but as an important contribution to geographical science. Two exciting bits of adventure, each of which adds a new chapter to history, are "On a Mission for Kossuth," by W. J. Stillman, and "The Capture of the Slave-Ship *Cora*," by Major Wilburn Hall. "Edison's Invention of the Kinetograph" is described by his laboratory assistant, and Albert Franklin Matthews shows the "Evolution of a Battle Ship." Senator Hoar and Rev. Dr. Buckley have a notable controversy on woman's suffrage, and Albert Shaw gives facts and figures of great importance to Americans in his study of the "Government of German Cities." In the way of art there are, besides the masterly engravings from the old Dutch masters by Cole, illustrated articles on Dagnan-Bouveret, Tissot, and Boutet de Monvel. In fiction there are many notable short stories, and the serials, "A Bachelor Maid," by Mrs. Burton Harrison; "Love in Idleness," by F. Marion Crawford, and "A Cumberland Vendetta," by John Fox, Jr. For one who has a refined literary and artistic taste there is no more acceptable present than a bound volume of *The Century*. (The Century Co., New York. \$3.00.)

The delicate blending of humor and pathos in Oliver Wendell Holmes' *Last Leaf* has made it a favorite wherever the English language is read. The new and beautiful edition that has just been published will therefore be treasured in many households. In illustrating it the artists, George Wharton Edwards and F. Hopkinson Smith, have evidently performed a labor of love, as their work is of great variety and exquisite delicacy. The poet, were he living, would surely appreciate the beautiful dress in which his poem has been placed. (Houghton, Mifflin & Co., Boston. \$1.50.)

In *the Pecos Country*, by Lieut. R. H. Jayne, is the story of the experience of a number of families who tried, a number of years ago, to found a settlement in the valley of that river. At that time the portion of New Mexico and Texas through which the stream runs, on account of the frequent raids of the murderous Apaches, was one of the most dangerous localities in the United States. Naturally the settlers have many exciting adventures with the Indians, which are graphically related in the story. Persons acquainted with frontier life will recognize the typical scout in Sut Simpson. There are also other interesting characters in the story, especially Fred Munson, who enters into the adventures with a boy's enthusiasm. (The Merriam Co., New York.)

Where Honor Leads is a strong story of a mill town by Lynde Palmer. Several characters in the story are clearly drawn and in places a dramatic power is shown that is rare in novels. Humor, sentiment, and tragedy are mixed in proper proportions. The culminating point in the story is a burglary and tragedy in which the



"AS HE PASSED BY THE DOOR."
From "The Last Leaf." (Houghton, Mifflin & Co.)

officers, with their usual discrimination, arrest the wrong man for murder; the descriptions of the trial, his conviction, and the final establishment of his innocence are thrilling. The love episodes are charmingly described. This will be a popular holiday book. (Dodd, Mead & Co., New York.)

There are no more thrilling pages in American colonial history than those describing the struggle between the English and the French for the possession of the continent. Some stirring scenes were enacted in Acadia that portion of the present Dominion of Canada where the events described in "Evangeline" took place. Charles G. D. Roberts has furnished studies of the history of that time, and of some Arcadian characters in two stories, making a small volume, entitled *The Raid from Beauséjour and How the Carter Boys Lifted the Mortgage*. The first is a tale of war, the other of domestic life and work; both are written in a sprightly, readable style. Young people will like these stories. (Hunt & Eaton, New York. \$1.00.)

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The scruples against the novel that were once entertained are happily dissipated, and it now has its recognized place, and a very large place in literature. The history of the rise of this most popular form of story telling is a very interesting one. In *An Introduction to the Study of English Fiction*, Dr. William Edward Simonds, of Knox college, has sought to put this history shape for use in schools. It will be noticed, by an examination of the chapters, that he has begun at the very beginning, treating of the old English story tellers and the romance at the court of Elizabeth. Chaucer, Sir Thomas Moore, John Lyly, Thomas Lodge, Robert Green, Thomas Nash, Sir Philip Sidney, and others were the fore-runners of the novelists. Their work made possible that of Defoe, Richardson, Fielding, Smollett, Sterne, and Goldsmith. Following their work came naturally the perfectly developed novel, as seen in the works of Jane Austen, Scott, Charlotte Brontë, Dickens, Thackeray, George Eliot, Hawthorne, Bulwer, and many others. The history is followed up with extracts from *Beowulf*, *King Horn*, *Forbonius and Prisceria*, *Jack Wilton*, *Moll Flanders*, *Pamela*, *Tom Jones*, *Tristram Shandy*, and other tales and romances. The list of books on the novel for reference and reading and the list of one hundred best novels will be of great value to students of this form of literature. (D. C. Heath & Co., Boston. \$1.00.)

In the *History of Our Own Times* Justin McCarthy has given the history of the British empire from the accession of Victoria to the present time. It is a period fruitful in great events and great reforms and transformations. The author is a brilliant writer and his pages are fascinating. However, owing to the writers peculiar connection with politics, the personal equation must be taken into account. Charles Kendall Adams says of it: "The volumes are far more interesting than any of the author's novels, and that is saying a great deal. It is an admirable work for those who seldom try their intellects with anything stronger than a newspaper or a romance; for the reader is beguiled in the most delightful manner into the possession of a large amount of interesting and valuable information." The chapters on the literature and literary men of the time are of great interest. There is no mistake that in this field the author is thoroughly at home. (Merrill & Baker, New York.)

No one of the Waverley novels is of more historic interest than *Kenilworth*, in which the Wizard of the North has drawn a picture of the times of Elizabeth. A famous periodical said of the story: "The task of introducing Elizabeth is not only fearlessly but admirably performed, and the character brought out not only with the most unsparing fulness, but with the most brilliant and seducing effect." Other historical characters, as Leicester and Amy Robsart, are drawn with equal power. A handsome two-volume holiday edition of this popular novel has been issued with numerous illustrations etched from photos, drawings, etc. The introductory essay, giving the origin of the story, and the notes are by Andrew Lang. The volumes are bound in cloth with an elegant cover design. (Estes & Lauriat, Boston.)

The Lost Army is a story of the civil war in the United States, by Thomas W. Knox. Two Iowa boys of fifteen attach themselves as wagoners to Gen. Lyon's army at the beginning of hostilities. After the battle of Wilson's creek they accompany the force under Gen. Sam. R. Curtis in its memorable march through Arkansas to Helena. The details of the two campaigns are enlivened by the scouting and foraging expeditions of the two boys. As a picture of grim-visaged war as it really was, young readers and many older ones will find it entertaining. (The Merriam Co., New York.)







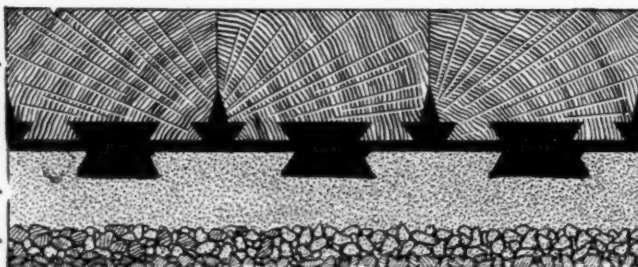
"A DUTCH MAN-OF-WAR RAN ALONGSIDE AND FIRED A BROADSIDE."

From "When London Burned." (Chas. Scribner's Sons.)

In the story entitled *When London Burned*, a tale of the restoration times and the great fire, G. A. Henty has woven romance into history with his usual success. During the period, in spite of the extravagance and profligacy of the court, the nation made extraordinary advances in commerce and wealth, while victories at sea resulted in transferring commercial and naval supremacy from Holland to England. The hero of the story, Cyril Shennstone, a lad of talent and spirit, during these securing times takes part in exciting adventures on sea and land. The plot of the story forms a suitable framework for a vivid historical picture. The boys will read of the experiences of this youth of the time of the Stuarts with the intensest interest. (Charles Scribner's Sons, New York. \$1.50.)

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Clara Erskine Clement could scarcely have chosen a more fascinating theme for her pen than *Naples*, as its people, its history, its institutions, and its surroundings furnish so many points of interest. Naples was founded by the Greeks, who gave it the name of Parthenope; it was embellished by the emperors Adrian and Constantine the Great and became a great resort for wealthy Romans. In 536 it was pillaged by Belisarius, and again a few years later it suffered from the ravages of war; subsequently it was under the sway of the Normans, the emperors of Germany, and the kings of France and Spain, and now it owns Humbert as its king. Situated on a beautiful bay and surrounded by suburbs that creep up the neighboring hillsides; with Vesuvius, Pompeii, Herculaneum, and the beautiful island of Capri in the immediate vicinity, with its gorgeous wealth and picturesque poverty, its squares, fountains, theaters, schools and colleges, and its glorious climate, Naples is at present certainly one of the most alluring cities of Europe. The author has neglected none of these points in her book, but dwells especially on the history and government of this city which has passed through so many vicissitudes. Neapolitan life, art, and letters, and the surroundings of the city also claim a fair share of attention. The book is illustrated with many excellent photogravures, and has an elaborate cover design in gilt. (Estes & Lauriat, Boston. Crown 8vo, blue silk cloth, beveled covers. \$3.00.)

The Young amateur fisherman bates his bent-pin hook with an angleworm and sits on the log awaiting the movements of the hungry finny tribe. This is as primitive a development of the art of fishing as the use of the bow and arrow is of the art of war. The youth of to-day ought to be instructed in the best methods. He will find them explained by John Harrington Keene in *The Boy's Own Guide to Fishing, Tackle Making, and Fish Breeding*. The author is an intelligent and practical fisherman, descended from a long line of fishermen and is thoroughly qualified by experience to give all the required information. He gives the why and wherefore of all things that are likely to perplex the young angler, as well as the making of each piece of tackling, giving the methods he has himself put in practice—all illustrated by suitable diagrams. The work is finished by a comprehensive chapter on the breeding of fishes. (Lee & Shepard, Boston. \$1.50.)

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From "The Nursery." (Estes & Lauriat.)

tions, etc., just issued, bears the title of *Straub's New Model*. It contains an excellent elementary department and a vast amount of sacred and secular music of most excellent quality and in great variety. Mr. Straub has made thirty popular books. This is the latest and contains the elements of usefulness and popularity in a marked degree. (S. W. Straub & Co., 245 State street, Chicago 192 pages; 60 cents; copy for examination, 30 cents.)

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In this Communication to the Educational Public special attention is called to the following interesting and discriminating article which appeared Dec. 13, in the *Journal of Education*, Boston.

IT IS WELL WORTH READING:

Notwithstanding the apparant overturn in all methods of teaching, the fact remains that all publishing houses are getting back into line with conservative names and not too radical things. The Werner Company has entered the school book arena in a way not hitherto attempted. With apparently limitless capital, it has made a leap into the hottest of the fight. With Porter & Coates' large list of widely used books as its foundation, it has thoroughly equipped itself with agencies and is launching many new books with which it is forcing the fighting all along the line. The Werner Mental Arithmetic may be taken as indicative of what it proposes to do. It has the old, never abandoned title. It is a working book on every page, and yet it is as progressive as it can be and carry the great teaching force with it. It is a book with which any teacher can secure results, having which no teacher, trained or untrained, can fail of securing result. It is clear, definite, with abundance of material for limitless practice in oral work with numbers.

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The authors in whom we are most interested, those who are living and writing to-day, are the ones about whom the books give us very little information. To be sure there are plenty of articles in the magazines and other periodicals criticising or describing their various works, but very few giving an estimate of their work as a whole. It has been the aim of Henry C. Vedder, in *American Writers of To-Day*, to supply this need, at least partially. The authors, to each of whom an essay of moderate length is devoted are E. C. Stedman, Francis Parkman, W. D. Howells, Henry James, Charles Dudley Warner, T. B. Aldrich, Mark Twain, F. Marion Crawford, Frances Hodgson Burnett, Charles Egbert Craddock, Elizabeth Stuart Phelps, Adeline D. T. Whitney, Bret Harte, Edward Everett Hale, Edward Eggleston, George W. Cable, Richard Henry Stoddard, Francis Richard Stockton, and Joaquin Miller. All these, we believe, except Parkman, are living and writing. The essays are biographical and critical; it is to be hoped that the author will find time to extend his work in the same field. The book might be used very advantageously in the literature class. (Silver, Burdett & Co., New York, Boston, and Chicago.)

Oliver Herford has given free play to an exceedingly fertile fancy in the preparation of the verse and sketches in the book entitled *Artful Anticks*. He has extracted more comedy out of animal life than we ever remember to have seen presented before in one volume. A variety of animals, as cats, ants, rats, giraffes, owls, crocodiles, etc., are endowed with human speech and human attributes and are made to perform amusing acts. One hardly knows which to admire more the quaint and ludicrous rhyme or the originality of design and excellence of the drawings. Among the best things in the book are "The Gifted Ant," "Sir Rat; a Comedy," "The Geometrical Giraffe," and "The Birds' Farewell." (The Century Co., New York.)

Alpine scenes are placed before the reader in a vivid way by Alphonse Daudet in his story of *Tartarin on the Alps*. We are introduced to the company, which is surely a very miscellaneous one, at the hotel on the top of Rigi. When we have been introduced to these, after the author's characteristic way, we are conducted to the pass of Brunig, the Jungfrau, the Lake of Geneva, Chamouny, and other scenes in the Alpine region, being entertained all the way by the people with whom he has made us acquainted. The volume is a 16mo handsomely illustrated and bound in wine-colored cloth. (Thomas Y. Crowell & Co., Boston.)

A handsome little volume just issued contains two short, amusing Christmas stories by Hezekiah Butterworth, *The Parson's Miracle* and *My Grandmother's Grandmother's Christmas Candle*. The first relates in a circumstantial and highly entertaining way, how a tender-hearted parson tried to kill a chicken and failed, and the other how a candle that was loaded with powder went off and frightened away some Indians who were bent on mischief. The book has many colored illustrations, and is handsomely bound. (Estes & Lauriat, Boston.)

The name of Maurice Maeterlinck is a new one to the readers of literature on this side of the Atlantic. He is a young Belgian who has made a sensation in literary circles in Paris by producing a number of dramas not intended to be acted—known as poetical dramas. His style is peculiar, a prominent feature being the constant repetitions of phrases. The reader becomes accustomed to this and rather likes it. The author forms his pictures by light and delicate touches; the general effect is strong. Erving Winslow has lately made a translation of Maeterlinck's five-act drama *Pelléas and Mélisande*, which has been issued in a little volume in holiday dress. (T. Y. Crowell & Co., New York.)

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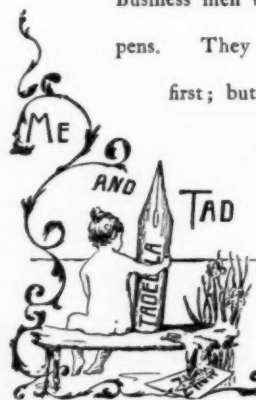
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General Notes.

Teachers and writers of books and for the periodical press will find that a typewriter will save them much physical labor, besides saving time and furnishing an entirely legible copy. Think, too, how the compositors and proof-readers will bless the users of these machines. Before purchasing examine the merits of the machine made by the Smith Premier Typewriter Co., Syracuse, N. Y. Their illustrated and descriptive catalogue will answer all queries.

When a distinguished physician, like Dr. E. Cornell Esten, of Philadelphia, says of Horsford's Acid Phosphate, "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion," it is well to examine into its merits. A descriptive pamphlet will be sent free by the Rumford Chemical Works, Providence, R. I.

Some of the features claimed for Cleveland's Beginners' Reader are that the three numbers are well graded, adapted to the youngest children, and will compare favorably with other readers; the binding is durable, and the books will last as long as many in boards. For information in regard to them write to Leach, Shewell & Sanborn, Boston, New York, and Chicago.

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Dr. Louis Lewes, author of the volume on *The Women of Shakespeare*, a translation of which has just been published in London by Hodder Brothers, and in New York by G. P. Putnam's Sons, died at Munich on the 11th of November. Dr. Lewes had previously written a work on *The Women of Goethe*, which secured a wide appreciation in Germany. At the time of his death he was engaged on a work devoted to *The Women of Byron*.

Mrs. Maud Ballington Booth, who began the work of the Salvation Army in the slums of London a number of years ago, and also inaugurated the same work in New York, has written the first extended account of it for the January *Scribner's* filled with instances and experiences of herself and other workers, which no one else could possibly tell. The article is a remarkable one in every way, and will attract the attention of all people who are interested in good works. In this same number Noah Brooks begins a series on "American Party Politics."

Prof. Henry Drummond will have a second paper on D. L. Moody in *McClure's Magazine* for January, a paper treating especially of Mr. Moody's genius as a founder and organizer of public institutions.

Lessons in the New Geography for Student and Teacher is the title of a little book by Spencer Trotter, M. D., professor of biology in Swarthmore college published by D. C. Heath & Co. The object of the book is to extend the account of the earth as the abode of life.

The Magazine of Travel is the newest candidate for public favor in the field of periodical literature. In the January number the most interesting regions of Europe and America are drawn on for materials which are woven into narrative and sketch and story and poetry, by such minds as the Hon. Chauncey M. Depew, the Hon. Theo. Roosevelt, Christine Terhune Herrick, Ella Wheeler Wilcox, Charles D. Lanier, Frank Chaffee, and others equally well known in their respective fields.

In a new book on Ruskin's "Influence upon Modern Thought and Life," its author calls attention to several interesting points. He claims that Ruskin "has endowed man with a new habit of mind and laid the foundations for a new class of observations midway between science and art and interlapping both. Ruskin has given us a new intellectual discipline."

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Macmillan & Co., have undertaken to publish a series of works edited by a well-known Jewish scholar, and embraced under the general title of *The Jewish Library*. No topics are yet announced. They have also in course of publication *The Souvenirs of the Prince de Joinville*.

Ibsen has finished his new work—a three-act drama which he in has mentioned as having few persons but much "devilry" in it. It is to be brought out in Norwegian and German just before Christmas.

By referring to the advertisement of Harriet Hubbard Ayer in another column, our readers will find the liberal offer made by that firm of sending samples of *Recamier Toilet Powder* free of charge on application. The *Recamier Toilet* preparations have acquired a national reputation and need no commendation from us.

The Christmas numbers of the different periodicals are this year, as always, trying to outdo each other in holiday features. Perhaps one of the most remarkable as well as the most successful of the holiday features is in *Harper's Young People* for December 11th—the Christmas number. This is a little drama in pantomime, which is to be acted out by young people to the accompaniment of descriptive music. The play is written by Thomas Wharton, is illustrated by Edward Penfield, and the music is by Owen Wister. The illustrations are printed in color.

The original drawings illustrating *Peter Ibbetson* and *Trilby* have been sold by Mr. George du Maurier for fifteen hundred pounds—a single purchaser securing them all. The offer was made and accepted by cable. These drawings were placed on exhibition at the Avery Galleries, 368 Fifth avenue, New York, from the third until the fifteenth of December.

The names of Conan Doyle, Mary E. Wilkins, Anthony Hope, and Alphonse Daudet, are suitably represented in the January number of *Short Stories*. But there are equally good tales by others whose names do not happen to be so well known to general readers.

The great work of Professor Maspero, entitled *The Dawn of Civilization*, which is coming from the press of D. Appleton & Co., contains nearly five hundred illustrations. This volume is an attempt to put together in a lucid and interesting manner all that the monuments have revealed to us concerning the earliest civilization of Egypt and Chaldaea. The period dealt with covers the history of Egypt from the earliest date to the fourteenth dynasty, and that of Chaldaea during its first empire. The book is brought up to the present year, and deals with the recent discoveries at Koptos and Dahabur.

Sir George Grove, the greatest Schubert authority and editor of the "Dictionary of Music," is credited with saying that Dr. Dvorák's article on Schubert, which recently appeared in *The Century Magazine*, is the best thing ever written on that composer. These musical papers in *The Century* are to be continued at intervals during the coming year.

Ambitious youths who have no chance to attend day school will be pleased to learn that they can carry on their studies at home for a merely nominal sum. The Night School Extension Society (P. O. Box 942), Philadelphia, furnishes this opportunity. Instruction is sent by mail by an association of professors of leading colleges. Write for circular and application blank.

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Macmillan & Co. announce Odes and Other Verses, by William Watson; Imagination in Dreams, by Frederick Greenwood; and From a New England Hillside, by William Potts. For the second edition of Dr. George Birkbeck Hill's work on Harvard College, an index has been prepared which will be sent, on application, to the purchasers of the first edition.

Dr. Parkhurst has entered into a contract with *The Ladies' Home Journal* by which he will practically become a regular editorial contributor to that magazine for some time.

Justice Oliver Wendell Holmes asks that any persons having letters from his father, Dr. Holmes, send them to Messrs. Houghton, Mifflin & Co., 4 Park street, Boston, or to A. P. Watt, Esq., Hastings House, Norfolk street, Strand, London, for possible biographical use. Such letters will be carefully returned to their owners, in due time.

A History of the Hutchinson Family, will soon be published in a volume of about 500 pages. It is prepared by the last survivor of the remarkable band of brothers and sisters known familiarly as the "Tribe of Jesse," that, espousing the cause of temperance and of anti-slavery reform, sang for freedom both before and during the period of our Civil war, in the United States and Great Britain. John W. Hutchinson with the aid of Charles E. Mann, has recorded the career of this famous New Hampshire family for about fifty years.

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An ostrich farmer in southern California says the ostrich farming experiment is not an entire success, although not a complete failure. He was one of the first to engage in the business of raising the big birds for their feathers, and expected to realize a big fortune quickly. He says that while much money has been derived from the sale of feathers, the birds do not increase as rapidly as was expected. Then, very many are so vicious that it is impossible to remove the feathers without killing them. He still hopes that, as the farmers gain more experience in the management of the ostrichs the business may become as big a success as was at first expected.

Good horses are cheaper in some parts of the West now than dogs in the East, for there are few dogs not owned by some one, while the horses cannot be given away. All over the West horses have been astoundingly cheap for some time, and two or three dollars has been a good price for a good animal. A hundred head of ranch horses, sturdy, unbroken broncos from Wyoming, were sold in Denver for \$90 and the freight recently. It is reported that a big stock firm in Idaho has turned more than 250 ponies adrift to shift for themselves during the winter, as it was cheaper to do this than to provide food for them. The firm could not even get a dollar apiece for them.

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